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ABSTRACT

To develop a support program for its recent graduates, the University of Lowell (Massachusetts) surveyed those who had completed the teacher certification program since 1985. Focus was on determining: (1) instructional concerns of beginning teachers; (2) their non-instructional concerns; (3) what help they wanted; (4) nature and extent of orientation given beginning teachers; and (5) support available on the job. An attempt was made to relate the findings to respondents' characteristics. The 197-item survey questionnaire was sent to 71 secondary certification graduates. Completed questionnaires were returned by 32 of the original sample. Most respondents were first- and second-year teachers who taught primarily in Massachusetts and New Hampshire public high schools or junior high/middle schools. The range of professional concerns of these recent graduates was diverse but generally consistent with the findings of other studies, although respondents had many moderate to high classroom concerns. Respondents also were concerned about understanding the contextual norms for their schools and communities. Beginning teachers reported successes in many of the same areas in which they reported concerns, perhaps an indication of commitment to continued professional growth. Respondents were interested in professional assistance targeted toward them. Implications for teacher education are discussed. Four tables containing teacher characteristics and response data are provided. (SLD)

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BEGINNING TEACHERS SPEAK OUT:
A STUDY OF PROFESSIONAL CONCERNS IN THE FIRST THREE YEARS OF TEACHING

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Paper presented at the Annual Meeting of the
American Educational Research Association

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BEGINNING TEACHERS SPEAK OUT:
A STUDY OF PROFESSIONAL CONCERNS IN THE FIRST THREE YEARS OF TEACHING

Background

In 1982, the University of Lowell College of Education eliminated its undergraduate teacher education program and initiated an intensive nine-month graduate level course of study leading to a Master's degree and initial certification in the Commonwealth of Massachusetts. Enrollment has grown in six years from 20 students to 150, approximately half of whom are in the elementary strand and half in the secondary. A distinctive characteristic of the student population is the high number of second-career people, men and women aged 25 to 40 who have come to teaching after a number of years working in other professions. For many of these students, the full-time nature of the program involves significant financial and personal costs, and the students are committed to success in their newly chosen field. To support such success, the College of Education decided to develop a support program for its beginning teachers.

Review of the literature on induction models yielded a variety of approaches to beginning teacher support which have been initiated by state level policy makers, by universities or by local districts. These include mentor teacher programs, such as those in California and Connecticut; monitoring and support for classroom performance, as in Virginia's Beginning Teacher Assistance Program; internship programs like that

featured in the University of Massachusetts' MS/STEP effort; and formation of first-year teacher support groups like Harvard's computer network for new teachers. Yet there is little research on professional support programs developed in response to beginning teachers' expressed needs and desires for assistance.

In an effort to provide relevant professional support to its recent graduates, the College of Education decided to survey those who had completed the initial certification program since 1985. In order to collect information on teaching assignments and professional experience sufficiently detailed to assist in developing a support program, we elected to use separate questionnaires for elementary and secondary teachers. The first questionnaire developed was for secondary teachers, and is the one reported here. The goals of the survey were:

1. to determine the instructional concerns of beginning teachers
2. to determine the non-instructional concerns of beginning teachers
3. to learn what kinds of professional help beginning teachers would find useful; on what schedule and with what frequency such help should be provided
4. to relate the findings described above to certification field, school structure and size, community characteristics, work conditions, and personal attributes of respondents
5. to determine the nature and extent of orientation to district, school and department provided to beginning teachers
6. to learn the kinds of professional support beginning teachers receive from fellow teachers and from departments

Pending results of this initial survey, elementary teachers will be surveyed at a future date.

Theoretical Framework

The theoretical framework for this study is drawn from several research strands which have bearing on design of a support system for beginning teachers. First, the literature on beginning teacher experiences, particularly that which describes concerns and problems of novices, focused several questions on respondents' levels of concern about topics reported in other studies. Our interest was less in replication than in ascertaining if our student population, older and more experienced in work than the typical beginning teacher, shared the same experiences and concerns as other new teachers. For example, Veenman's (1984) review of beginning teacher research identified twenty-four frequently mentioned concerns; we sought information on many of those topics, as well as others identified in various studies of beginning teachers, particularly secondary teachers. Note should be made that we avoided use of the negatively connotative word "problem" in phrasing our questions. Instead, we asked respondents to identify levels of concern in their classroom and "outside the classroom" responsibilities. Our sense was that many concerns identified in the literature on beginning teachers were not necessarily problems, but rather issues of importance which good teachers of all experience levels might legitimately ponder.

Taking a cue from Wildman et. al (1987), we also sought assessments from respondents on their successes as beginning teachers. Since several topics in the "success" questions dealt with the same topics as the "concerns" questions, we were curious to see if responses on such items would be consistent, suggesting that concerns were indeed problems. Further, we were interested in getting a sense from our respondents of what they considered their achievements since entering the profession, and in

the process sought to provide them some positive reinforcement as they completed the lengthy questionnaire.

Noting the lack of specificity in much beginning teacher research on such teaching assignment variables as teaching field, kind and size of school, community characteristics, number of classes taught, and extracurricular responsibilities, we collected data on these factors. We also registered respondents' membership in professional organizations, readership of journals, and career plans. Finally, we asked for the usual attribute data: sex, age and state where employed.

Since the practical goal of this study is development of a support system relevant to the needs of our graduates, we asked respondents to describe their experience with district, building and department level support for new teachers. Topics for these questions were drawn from research on induction models, practices and issues (Adams, 1982; Barnett, et al, 1986; Griffin & Hulik, 1983; McDonald & Elias, 1983; Odell, 1986; Wildman, et al, 1987; Wise, et al, 1987). Finally, drawing from the participant-involvement principles of staff development, as well as the growing interest in teacher empowerment, we asked respondents to identify the kinds of professional assistance they would find useful, if they would be interested in participating in a university-sponsored support program, and how and when such a program should be offered.

Methodology

Sample

The sample was the 71 secondary certification graduates from the classes of 1985, 1986 and 1987 of the University of Lowell's Graduate Program in Teaching. The population was selected because members of these

classes, if employed as teachers, were in their first, second or third years in the profession. As such, they represented a range of beginning teacher stages and perspectives.

Instrument

A 197 item mail questionnaire was constructed and implemented according to the Dillman Total Design Method for mail and telephone surveys (Dillman, 1978). Questions were developed based on a review of the literature on beginning teachers, including concerns and induction practices. The questionnaire was field tested by 10 beginning teachers, and revised according to their feedback.

Initial mailout was done in early July, with a follow-up postcard the next week. A second mailing of the questionnaire was done in early September, and telephone calls were made in October to all non-respondents who could be located.

Response Rate

Responses were received from 54 (76%) of the target population. Of those responding, 22 (31%) were not teaching and therefore did not complete the questionnaire. Three questionnaires were not deliverable, and fourteen (20%) were not returned. Completed questionnaires were received from 32 (45%) of the original 71 graduates.

Limitations

As a survey of graduates from one program at one university, the findings of this study cannot necessarily be generalized to graduates from other programs or other institutions of higher education. Further, the

relatively small number of respondents (32) limits the significance of findings from this study. Accordingly, results reported here should be viewed as preliminary. However, addition of responses from subsequent classes from the same program at the same university should increase the significance of the study, as will use of the questionnaire with graduates from other institutions, and/or adaptation of the instrument for use with teachers at other levels of schooling.

Analysis of Data

Because of the relatively small number of questionnaires, descriptive statistics were used to analyze results. In particular, frequencies and breakdowns were used. The findings which resulted are considered suggestive of professional concerns for beginning secondary teachers, and particularly for second-career teachers. More definitive findings must await expansion of the respondent base.

Findings and Discussion

For the purposes of this paper, findings will be reported and discussed on the topics of professional concerns, successes and desired assistance. Other data generated by this study will be reviewed here only as it relates to the topics specified.

Respondent Characteristics

The 32 respondents were largely first and second year teachers who taught primarily in Massachusetts and New Hampshire public high schools or junior high/middle schools. Most worked in urban or suburban districts, with the balance assigned to rural schools. Small, medium and large schools were represented in the sample, with medium-sized buildings somewhat predominant.

Teaching assignments of almost all respondents were full-time, with most responsible for 5 classes a day. All but one teacher was certified in one of following fields: Art, English, Math, Science and Social Science. Most respondents were teaching exclusively in their fields of certification, and of those working in other area, most were doing so in related fields (ie. another science, ESL for an English teacher) and less than half-time.

Slightly more than half the respondents had an extracurricular assignment which most did not feel they had been expected to assume as new teachers. Further, nearly all of those holding extracurricular jobs had chosen the particular assignment and most were compensated for the work.

The respondent group of 20 females and 12 males represented a range of ages, from the early twenties to late forties, with more than two-thirds between the ages of 26 and 40 years. Most report plans to stay in teaching either indefinitely or from five to ten years, while the others indicate less certainty about their futures.

The majority of respondents belong to professional organizations, largely subject area teaching associations, and many regularly read at least one professional journal. In recalling their preservice training, more than half felt adequately prepared to teach, most of the others somewhat adequately prepared, and a few not adequately prepared for their teaching roles.

Professional Concerns - An Overview of Responses

In general, the range of professional concerns of respondents in this study is consistent with those identified in other research, particularly the 24 most frequently reported matters in Veenman's (1984) review of 91 studies. However, the order of importance for concerns rated

in this study, based on mean response values, appears to be quite different for respondents in this study. Table 1 lists the ratings received by 18 topics grouped in the questionnaire as "classroom concerns."

Table 1

Rank Order of Classroom Concerns by Mean Response Values
(Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

1.	relevance of subject matter to students	4.31
2.	rapport with students	4.29
3.	classroom control, management, or discipline	4.22
4.	knowledge of adolescent development, behavior or learning	4.10
5.	lesson/unit planning	4.09
6-7.	knowledge of content area	4.03
6-7.	knowledge of curriculum materials	4.03
8-9.	skill in conducting good discussions	3.97
8-9.	dealing with individual student differences and learning styles	3.97
10-12.	grouping for effective instruction	3.84
10-12.	handling students with special learning problems (special education, limited English)	3.84
10-12.	knowledge of varied teaching techniques	3.84
13.	amount of time spent in preparing/evaluating student work	3.81
14.	diagnosis of student capability, knowledge	3.72
15.	designing tests, projects as evaluation of student work	3.69
16.	obtaining sufficient supplies, materials, texts, etc.	3.63
17.	grading, checking of student work	3.60
18.	record keeping, administrative matters	3.51

The most obvious conclusion one might draw from a look at Table 1 is that respondents in this survey have a great many moderate to high classroom-focused concerns. Note that the lowest mean value for this series of topics is 3.51, and seven topics received scores of 4.00 or higher. Testimony to the diversity of professional concerns in this sample is the lack of agreement among respondents when, in a separate question, they were asked to rank the three topics of most concern to them. No one

topic was identified by more than 12 respondents as among their three most important concerns, and the average number selecting any 1 topic was only 7.

Despite such diversity of concern, a look at the topics marked 4.0 or higher reveals commonalities among the 7 highest rated areas. Five are concerned with what might be called fundamentals of teaching, that is: knowledge of content and curriculum, knowledge of the learner group, appropriateness of subject matter to the learners, and lesson planning. The other two topics deal with student-teacher interaction, namely, rapport with students and classroom management. These focused concerns, coupled with the relatively high scores in the entire category of topics, suggest a high level of teaching task orientation for these respondents.

Such a portrayal of the respondents is supported by their ratings on "outside the classroom" topics. While all thirteen of these topics were identified in the literature as matters of some importance to beginning teachers, the topics received overall lower ratings than did the classroom concerns. Table 2 details the scores accorded each topic in the "outside the classroom" category.

Table 2

Rank Order of "Outside Classroom" Concerns by Mean Response Values
(Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

Topic	Mean Value
1. relations with parents	3.75
2. understanding the community	3.69
3. teacher legal rights	3.60
4. learning how things are done	3.56
5. special school services	3.53
6. community resources	3.41
7. physical/emotional stress	3.22
8. building administrators	3.13
9-10. student legal rights	3.03
9-10. isolation from other teachers	3.03
11. extracurricular assignment	2.97
12. understanding union issues	2.74
13. district-level administrators	2.22

Only five topics in this category received scores of 3.5 or higher, and none ranked as high as the top 13 topics in the classroom concerns group. While there is no obvious pattern to the 5 highest rated "outside the classroom" concerns, in the separate ranking question 16 respondents included special school services and 14 listed parent relations in their lists of the three most important areas. These rankings, along with the relatively high ratings of teacher legal rights, learning how things are done by other teachers, and knowing the community, suggest that respondents may be concerned to understand the contextual norms for their schools and communities so as to better define their own roles within those settings.

Successes

Concerns notwithstanding, many respondents reported high levels of success in various aspects of teaching, including topics which ranked high on the concerns continuums. Table 3 lists the 7 topics receiving high scores in the success category.

Table 3

Top-Rated Topics of Teacher Success
Ranked by Mean Response Values and Percentage of Respondents
Rating Each Topic Highest
(Scale: 3=most success, 2=some success, 1=little success)

Topic	Mean Value	Percent
1. knowledge of content area	2.81	84%
2. relationships with students	2.78	78%
3. sense of humor	2.66	66%
4. collegiality with other faculty	2.53	56%
5. creativity in lesson planning	2.44	50%
6. making content relevant	2.44	47%
7. classroom management	2.38	47%

The appearance on the "successes" list of 5 of the top 6 topics from the classroom concerns list may at first seem contradictory. But if concerns are viewed the way we tried to present them in the questionnaire, not as problems but as matters of importance, the puzzle is resolved. Indeed, there emerges a picture of beginning teachers who have identified focal areas in their new careers, have achieved varying degrees of success in those areas, but continue to regard them as topics of concern. Such continued concern about one's knowledge and skills is, of course, a hallmark of the professional in any field, including teaching, and a disposition we should no doubt encourage in our beginning practitioners. The high marks for success in maintaining a sense of humor and collegiality

with other faculty were also gratifying considering the horror stories so frequently recorded in the "sink or swim" literature on beginning teachers.

Breakdowns of Concerns Responses

While responses for the entire sample are suggestive for developing a beginning teacher support program, review of breakdowns of responses reveals marked differences between respondents when grouped by various characteristics, differences which may affect planning for beginning teacher assistance. Highlights of those breakdowns are presented below, and the complete series is presented in Appendices IA, IB, IIA and IIB, pp. 25-28.

Years Teaching. Length of time teaching is generally recognized as a determinant of both the number and kinds of concerns one has about the job. For example, teachers are thought to move through a series of concerns beginning with survival issues, and eventually focusing on mastery of teaching and impact on students (Fuller and Bown, 1975). Precisely when these shifts in kinds of concerns occur is less well-established, although Ryan (1986) suggests that the survival stage usually ends midway through the first year, and Berliner (1986) posits that it is at least 5 years before one develops expertise in teaching. In the study reported here, noticeable differences in levels of concerns about certain topics were registered by first and second year teachers. Specifically, second year teachers ranked mastery and impact topics relatively higher than did first year teachers. Among the higher rated topics were: knowledge of content area, teaching techniques and adolescence; relevance of subject matter; student rapport; grouping; diagnosis of student ability; extracurricular assignment and understanding the community. First year teachers, on the other hand, although they had completed a full year of teaching, rated such

survival topics as lesson planning, record keeping and physical/emotional stress higher than did second year teachers. Neither of these findings is surprising in light of the research and may indicate a need for induction efforts differentiated at least by years in the field, if not on other variables as well.

Kind of School. Differences between public high school and public junior/middle school teacher concerns in this study are also noteworthy. In general, high school teachers were more concerned than junior/middle school teachers about lesson planning, curriculum knowledge, diagnosis of student capability, teacher and student rights, learning how things are done by teachers in the school, and use of special school services. Junior/middle school teachers, on the other hand, registered greater concern than did high school faculty on content knowledge, classroom control, grouping, test design, student rapport, discussion skills, preparation time and district-level administrators. The reasons for these differences in concern between teachers at the two levels of schooling are not known, although variations in school internal organization, curriculum expectations and student age at the two levels may provide some clues. Closer look at high school and middle school research is clearly indicated in order to clarify these findings.

School Size. In this study, school size differences related to levels of concern for beginning teachers were striking. On 18 of 31 items, including 14 of the 18 classroom concerns, teachers from small schools (less than 500 students) and large schools (more than 1000 students) ranked the topics higher than did teachers in medium-sized schools (501 to 1000 students). Further, teachers in large schools ranked 22 of the 31 topics higher than their colleagues in medium and small schools. In fact,

teachers from large schools had some of the highest mean response values for each category in the study. In the classroom concerns category, teachers from large schools ranked the following topics 4.5 or higher (on a 5.0 scale): rapport with students, knowledge of adolescents, individual student differences, special learning problems, subject matter relevance, diagnosis of student ability. Similarly, in the "outside the classroom" question, these teachers registered mean response values of 4.0 or higher on issues of teacher legal rights, parent relations, special school services and understanding the community.

The meanings of such school size differences have not been explored regarding beginning teacher concerns, but some tentative explanations, based on our own experiences with schools, can be advanced. The high ratings of many topics by teachers from small schools may be due to a combination of factors often typical of these settings: the high visibility of teachers in relatively small faculties, the multiple and diverse teaching and sponsorship assignments teachers frequently have in small schools, and the limited support staff and resources which sometimes exist in these settings. Large schools, on the other hand, have other characteristics which might generate high beginning teacher concerns. The sheer variety of students in a population of more than one thousand pupils is likely to expose a teacher to a great range of student abilities and needs, hence the high ratings on student knowledge topics and teaching skills. Further, student body diversity reflects the community, so understanding of the community and its resources, relations with parents, and teacher legal rights seem natural concerns for teachers beginning work in complex social environments.

Kind of Community. Teachers in urban schools were relatively more concerned about such topics as content knowledge, grouping, discussion skills, teacher legal rights, union issues, and understanding the community than were suburban or rural teachers. Suburban teachers ranked only one issue, relevance of subject matter, higher than urban and rural teachers, and that only marginally so. Rural teachers, on the other hand, were more concerned with curriculum materials, classroom control, preparation time, special school services and stress than other respondents.

These results seem similar to those reported by Marso and Pigge (1987) in their study of job realities for beginning teachers. Explanation for these different rankings, especially the higher rankings on some topics for urban and rural teachers, can perhaps be found by examination of sociological characteristics of the school settings. For our purposes, it is sufficient to note the differences and account for them as variables to be addressed in both preservice and induction training.

Field of Certification. In developing this study, we had suspected there might be differences in concern levels for various subject areas, and the findings bear out this hunch. Most striking were the responses by Art teachers, who accorded scores of 4.0 or higher on 20 of the 31 concerns, 16 of which were classroom focused issues. They also had the highest overall scores on 17 of the 31 topics. English teachers, too, had relatively high concern levels, recording 15 mean response values of 4.0 or higher on the 31 items, and the highest overall rankings on 8 topic. Both Science and Social Science teachers ranked 10 items as 4.0 or higher, with Science top-rating 3 concerns and Social Studies 6. Math teachers showed the lowest number of high concerns, scoring 6 topics as 4.0 or higher, and top-rating 3 issues.

Differences in concern levels by subject may be understood, in part, by school staffing and class assignment policies. Art teachers, for example, had the smallest departments and in some cases were the only teacher in their field. They sometimes travel between schools and can be responsible for a wider range of grades (certification is for grades 5 through 12) than teachers in other fields. Not surprisingly, the opportunity to interact with other teachers on a professional or social basis is severely limited for art teachers and may account for their high concerns levels.

English teachers, conversely, often belong to the largest departments in their schools, because their subject is the one academic area which all students must study. As a result, English teachers, while enjoying a sizeable group of colleagues, frequently teach a widely varied range of course and content to students of diverse ability and interest levels. Further, English teachers are usually responsible for a broad array of co-curricular sponsorship duties, everything from drama to publications, debate to film groups. Few beginning teachers are adequately prepared by either their undergraduate major or preservice training for the multiplicity of roles English teachers are typically asked to assume in schools.

In other areas, science teachers, especially at the high school level, usually teach a combination of required and elective courses, but often do at least some of their work outside their field of certification. Several science teachers in this study reported, with great frustration, teaching in science disciplines for which they were neither trained nor certified, a frustration reflected in the high scores they gave to content knowledge, curriculum materials and subject relevance.

Teachers in the social sciences may represent undergraduate majors in a number of fields, for example, history, economics, psychology, sociology, and anthropology. One might expect these teachers to express high concerns about content knowledge and curriculum materials, but they did not. Their primary focus was on lesson planning, relevance of subject matter and teacher legal rights, a set of concerns not apparently linked and not readily explicable. One might speculate that the school curriculum for social sciences accommodates diversity of teacher subject knowledge and consequently reduces teacher concerns about content and curriculum.

Finally, while math teachers had the fewest number of high concerns, they expressed the highest concern of any respondents about content knowledge. Whether this concern reflects discrepancy between the teachers' own training and school curriculum, or some other cause, is not clear.

Suffice it to say that beginning teacher professional concerns broken down by field of certification or subject area merit further investigation. Both preservice and inservice support by subject area may be indicated if findings from this study are borne out in subsequent research.

Kinds of Assistance Beginning Teachers Want

Beginning teachers in this study took the opportunity to signify kinds of professional assistance, beyond that provided by their departments or school, that would be helpful to them. From a list of 14 topics, and an open-ended question, respondents indicated which forms of help they preferred. Table 4 lists the topics in rank order.

Table 4

Rank Order of Kinds of Assistance Beginning Teachers Want
Reported by Frequency and Percentage of Responses (N=32)

Kind of Assistance	Frequency and Percentage	
1. opportunity to share experiences with other beginning teachers	20	(63%)
2. opportunity to observe other classes	17	(53%)
3. more resources for teaching	16	(50%)
4. workshops specifically for beginning teachers	15	(47%)
5-6. graduate courses in teaching strategies	12	(38%)
5-6. observation and feedback from other teachers	12	(38%)
7. mentor teacher in building	11	(34%)
8. graduate courses in content area	10	(31%)
9. more observation and feedback from supervisors	9	(28%)
10. fewer classes	8	(25%)
11. computer or mail link to university and to other beginning teachers	7	(22%)
12. fewer duties	6	(19%)
13. telephone to university faculty for specific questions	5	(16%)
14. no extracurricular assignments	4	(13%)

As the table reveals, beginning teachers show some degree of interest in a wide variety of professional assistance efforts. But the high number of votes for "opportunity to share experiences with other beginning teachers" suggests that new teachers have a strong need and desire to interact with other beginning teachers. Such a result is not

surprising for this group of respondents who experienced the "shared ordeal" (Lortie, 1975) of an intensive preservice program, a program which fostered collegial relations among participants. Now in schools, these secondary teachers often find that, declining enrollments having limited new hires, beginning teachers are rare. Their departments are frequently comprised of long-tenured faculty who, their support and help for new teachers notwithstanding, are not viewed as peers by beginning teachers (Ryan, 1986). Many respondents (47%) in this study further clarify their need to work with other beginning teachers by requesting workshops specifically for this group. The desires to observe other classes, chosen by 53% of the respondents, and have more resources for teaching (50%) suggest that beginning teachers may be looking for successful formulas to appropriate or integrate to their teaching. The relatively lower responses on other forms of assistance may arise from lack of familiarity with the concepts, such as computer and telephone links, fear of associated cost, as in graduate courses, or reluctance to be scrutinized, for example by mentors or supervisors.

Not only did respondents express high interest in several forms of professional assistance, 41% said they would definitely participate and 50% gave conditional yeses to involvement in a program run by the university. In general, teachers wanted such programs to be scheduled after school, and to meet rather often, on a biweekly or monthly basis. Several anecdotal notes appended to the surveys reiterate respondent enthusiasm for the chance to regroup with their former classmates and other beginning teachers to "talk shop."

Implications

Analysis of survey findings in this study suggest several implications for theory and practice in the area of beginning teacher concerns and induction. The study also raises a number of questions which can only be answered through additional research.

Theoretical Implications

The results of this study, while preliminary, seem to reinforce a number of findings from the research on beginning teacher concerns, and some of the results from induction studies. First, beginning teachers who are embarking on a second career have many of the same concerns as have been reported for beginning teachers generally. However, the respondents in this study seem to have more teacher task concerns, both mastery and impact oriented, and relatively few survival concerns. Possibly, the end-of-year timing of the study, when teachers had in fact survived the year, accounts for the kinds of concerns found here. Alternately, the respondents' ages and prior work experience may be factors in their ability to focus quickly on, and experience some success at, instructional matters. Second, characteristics of the teaching situation, particularly school size, subject area, kind of school, and kind of community appear related to the specific concerns and level of importance attached to them by beginning teachers. Third, beginning teachers report successes in many of the same areas as they reported concerns. This apparent contradiction may instead reveal a commitment to continued professional growth on the part of these respondents. Fourth, beginning teachers in this study are interested in professional assistance specifically targeted to them, particularly a support group and workshops. Additionally, they seek the opportunity to

observe other teachers and to access more resources for teaching. They are willing to attend such programs on a regular basis, and to participate in university-sponsored activities designed for beginning teachers.

Implications for Practice

The study reported here has generated a number of understandings which can inform development of support efforts for beginning teachers. At the university level, both preservice and induction programs need to attend to the diverse concerns reported here, and especially to those apparently related to teaching situation variables. In the preservice component, students can be introduced to the research on beginning teaching as a preface to their early field experiences and as an aid in selection of their student teaching sites. Further, subject area specialists can incorporate the findings from this study into their curriculum and methodology courses, so as to better prepare teachers in the content fields represented in this study. The induction activities, to be developed, will have to respond both to the common concerns of the group, and to individual teacher needs. A central piece, however, will be a support group of beginning teachers; those who live at a distance may be able to participate by computer conference or teleconference.

School-based support for beginning teachers is more difficult to manage because of the number of districts involved and the costs to schools of providing special services for new teachers. However, dissemination of findings from this study, with recommendations to building administrators and department heads, will provide a starting point. Subsequently, university-sponsored seminars for administrators and teachers may help schools initiate in-house or in-district induction activities responsive to beginning teacher needs.

Finally, beginning teachers themselves need to participate in the planning and implementation of support programs developed for them. As this study suggests, our newest teachers are serious about their careers in education, capable of reflecting on their experiences to date, specific about the kinds of assistance they need, and willing to invest time and energy in their own continued development. Any effective induction program must account for input by the beginning teachers it is designed to help.

Implications for Research

The results of this study suggest several areas for further research effort. Specifically, there is need for more studies of second-career beginning teachers. The growing number of alternative certification plans, efforts to recruit specialists from industry to teaching, corporate sponsorship of teacher training for early retirees, and the growing acceptance of career changes in our culture are a few of the factors contributing to an older, more work-experienced core of beginning teachers. To ensure that preparation and induction of these teachers is as appropriate and effective as possible, additional research is warranted.

There is also need for study of the relationships between teaching situation characteristics, such as school size, subject area, kind of school and kind of community. Such studies seem to be the next step in beginning teacher concerns research, as they offer the potential to design induction activities responsive to individual teacher needs. Further, studies of this kind invite, indeed require, collaboration with school people and may lead to the most fruitful results for beginning teachers.

At the present time, we know what concerns beginning teachers have, and we know they want and need assistance in their initial years as educators. What remains to be done is forging appropriate links between

those concerns and programs to alleviate them, links which must account for the multiplicity of teaching situation variables and diversity of individuals we mean to help.

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Mean Response Values for Classroom Concerns,
Reported by Years Teaching, Kind of School, School Size
(Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

	Years Teaching		Kind of School		School Size		
	First (N=14)	Second (N=15)	PubHS (N=14)	PubJHS (N=10)	Sm (N=11)	Med (N=12)	Lg (N=9)
A. record keeping, administrative matters	3.78	3.14	3.69	3.60	3.36	3.73	3.44
B. lesson/unit planning	4.28	3.80	4.36	3.70	4.09	4.25	3.89
C. content area knowledge	3.71	4.13	3.92	4.10	4.18	3.75	4.25
D. curriculum materials knowledge	4.00	4.07	4.29	3.80	4.18	3.67	4.33
E. relevance of subject matter to students	3.93	4.67	4.36	4.40	4.46	3.91	4.66
F. knowledge of adolescent development, behavior or learning	3.71	4.42	4.00	4.11	4.20	3.59	4.67
G. classroom control, man- agement or discipline	4.36	4.07	4.14	4.40	4.36	4.00	4.33
H. grouping for effective instruction	3.64	4.07	3.71	4.00	4.09	3.50	4.00
I. dealing with individual student differences	3.93	4.00	3.86	3.70	4.18	3.25	4.67
J. students with special learning problems	3.71	4.00	3.71	3.50	3.64	3.50	4.55
K. diagnosis of student capability/knowledge	3.42	4.00	3.86	3.20	3.54	3.25	4.56
L. grading student work	3.29	3.80	3.57	3.70	3.64	3.67	3.44
M. designing tests, pro- jects to evaluate student learning	3.50	3.80	3.57	3.70	3.63	3.91	3.44
N. time spent in prepara- tion/evaluation	3.79	3.87	3.57	4.00	4.18	3.41	3.89
O. rapport with students	4.00	4.60	4.21	4.40	4.27	3.92	4.78
P. adequacy of supplies	3.42	3.80	3.71	3.70	3.55	3.42	4.00
Q. skill in conducting discussions	3.71	4.27	3.86	4.10	4.00	3.67	4.33
R. knowledge of varied teaching techniques	3.57	4.07	3.86	3.70	3.91	3.42	4.33

Mean Response Values for Classroom Concerns,
Reported by Kind of Community and Field of Certification
(Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

	Kind of Community			Field of Certification				
	Urban (N=11)	Sub. (N=13)	Rural (N=5)	Art (N=5)	Eng. (N=6)	Math (N=8)	Sci. (N=7)	Soc.Sci. (N=4)
A. record keeping, administrative matters	3.45	3.46	3.40	3.80	3.33	3.63	3.43	3.00
B. lesson/unit planning	4.09	4.07	4.00	4.00	4.00	4.13	4.00	4.20
C. content area knowledge	4.36	3.78	3.80	4.20	4.33	4.63	4.42	3.40
D. knowledge of curricu- lum materials	3.90	3.93	4.20	4.00	4.50	3.75	4.14	3.80
E. relevance of subject matter to students	4.18	4.42	4.20	4.40	4.67	4.13	4.14	4.20
F. knowledge of adolescent development, behavior or learning	4.18	4.07	4.00	4.40	4.33	3.88	3.86	4.00
G. classroom control, man- agement or discipline	4.18	4.00	4.60	4.60	4.33	4.38	4.14	3.40
H. grouping for effective instruction	4.09	3.71	3.60	3.60	4.33	3.58	4.00	3.60
I. dealing with individual student differences	3.81	3.92	4.00	4.60	4.33	3.88	3.43	3.60
J. student with special learning problems	3.81	3.92	3.60	4.20	4.33	4.00	3.00	3.60
K. diagnosis of student capability, knowledge	3.90	3.78	3.20	4.00	4.17	3.63	3.00	4.00
L. grading student work	3.37	3.85	3.40	4.20	3.33	3.25	3.29	4.00
M. designing tests, pro- jects to evaluate student learning	3.45	3.86	4.00	4.00	3.17	3.25	4.00	4.00
N. time spent in prepara- tion/evaluation	3.63	3.71	4.20	4.20	4.17	3.38	3.43	4.00
O. rapport with students	4.36	4.14	4.20	4.40	4.83	4.13	4.29	3.80
P. adequacy of supplies	3.55	3.50	3.60	4.20	3.83	3.25	3.43	3.40
Q. skill in conducting discussions	4.27	3.71	3.80	4.20	4.17	3.38	4.29	4.00
R. knowledge of varied teaching techniques	3.91	3.86	3.60	4.00	4.00	3.58	3.71	4.00

Mean Response Values for "Outside the Classroom" Concerns,
Reported by Years Teaching, Kind of School, School Size
(Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

	Years Teaching		Kind of School		School Size		
	First (N=14)	Second (N=15)	PubHS (N=14)	PubJrHS (N=10)	Sm (N=11)	Med (N=12)	Lg (N=9)
A. district level administrators	2.36	2.10	2.00	2.60	2.37	2.42	1.78
B. building administrators	2.93	3.33	3.21	3.10	3.00	3.17	3.22
C. extracurricular assignment	2.71	3.33	3.0	3.10	2.72	2.91	3.33
D. knowing how and when to use special school services	3.43	3.73	3.64	3.30	3.45	3.17	4.11
E. relations with parents	3.50	3.93	3.79	3.60	3.82	3.42	4.11
F. student legal rights	3.00	3.00	3.21	2.80	2.73	2.92	3.56
G. teacher legal rights	3.58	3.60	3.79	3.30	3.36	3.33	4.22
H. learning how things are done by teachers in the school	3.50	3.73	3.86	3.40	3.37	3.50	3.89
I. sense of isolation from other teachers	3.14	3.00	3.14	3.00	2.73	3.17	3.22
J. physical/emotional stress	3.58	2.80	3.29	3.20	3.45	3.25	2.89
K. understanding union issues	2.77	2.87	2.86	2.90	2.30	2.92	3.00
L. understanding the community in which school is located	3.43	3.93	3.79	3.50	3.64	3.25	4.33
M. finding out about community resources	3.29	3.60	3.29	3.50	3.45	2.92	4.00

Appendix IIB

Mean Response Values for "Outside the Classroom" Concerns.
 Reported by Kind of Community and Field of Certification
 (Scale: 5=Very High, 4=High, 3=Moderate, 2=Low, 1=Very Low)

	Kind of Community			Field of Certification				
	Urban (N=11)	Sub. (N=13)	Rural (N=5)	Art (N=5)	Eng. (N=6)	Math (N=8)	Sci. (N=7)	Soc.Sci. (N=5)
A. district-level administrators	1.90	2.34	2.40	3.00	2.17	2.13	1.58	2.40
B. building administrators	3.18	3.07	3.40	3.40	3.50	2.88	3.00	2.80
C. extracurricular assignment	3.18	2.71	3.20	3.00	3.83	3.88	2.43	3.00
D. knowing how and when to use special school services	3.73	3.29	4.00	3.60	3.67	3.63	3.29	3.80
E. relations with parents	3.54	3.86	4.00	3.80	3.83	3.38	4.00	3.80
F. student legal rights	3.09	3.14	2.40	3.40	2.67	3.13	2.58	3.60
G. teacher legal rights	3.73	3.58	3.20	4.00	3.67	3.63	2.71	4.40
H. learning how things are done by teachers in the school	3.64	3.57	3.40	4.00	3.67	3.63	3.00	3.80
I. sense of isolation from other teachers	3.18	3.00	2.40	3.60	2.67	3.38	2.57	3.00
J. physical/emotional stress	2.81	3.21	4.00	3.80	2.67	2.89	3.71	3.00
K. understanding union issues	3.00	2.61	2.60	3.80	2.83	2.57	1.86	3.00
L. understanding the community in which school is located	3.82	3.43	3.60	4.20	4.00	3.50	3.43	3.40
M. finding out about community resources	3.36	3.21	3.40	4.40	3.67	3.25	2.86	3.20y